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Facilitation Model in Accelerating Learning Based on Student Problems and Expectations

Asep Saepudin^{a*}, Iip Saripah^b, Viena Rusmiati Hasanah^c, Ani Rindiani^d, Faridah Hanim Yahya^e

^{a,b,c}Universitas Pendidikan Indonesia, Indonesia

^dSTAI Al-Falah Cicalengka, Indonesia

^eUniversiti Pendidikan Sultan Idris, Malaysia

* aspudin@upi.edu

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ABSTRACT

A common problem in higher education is that students delay the completion of their studies due to many factors, including academic and non-academic factors. Therefore, efforts are needed to help students complete their studies on time. The purpose of this research is to examine the application of the learning facilitation model based on the problems and expectations of doctoral students at the Indonesian University of Education in the Public Education programme. The method used in this research is research and development (R&D). The data collection techniques used were questionnaires, interviews and documentation. The results of the research are as follows; First, the stages of implementing the learning facilitation model consist of; conditioning the atmosphere, identifying students' problems and expectations, formulating objectives, designing programmes, implementing learning, and evaluating activities. Second, the effectiveness of the learning facilitation model is measured based on: (1) the ability to solve academic and non-academic problems during study, (2) the completion time of students' studies over six semesters. Third, supporting and inhibiting factors in the completion of the learning facilitation model. Third, supporting and inhibiting factors in the implementation of the learning facilitation model. Supporting factors are the availability of learning facilities in the form of representative buildings and rooms, and the prompt service of academic staff. Furthermore, inhibiting factors include the availability of internet networks in classrooms and the mastery of research methodology by students as a result of their different educational backgrounds. The research findings suggest that programme leaders should prioritise fostering students' preparedness and dedication to complete their studies within the allotted timeframe. Secondly, it is imperative that faculty leaders provide students with the requisite learning facilities. Thirdly, the dissertation writing supervisor must be able to provide the highest level of service. The conclusion of the research results is that the

learning facilitation model, which is based on students' problems and expectations, is an innovative model that has been validated and tested as the final model, which is successful in helping students complete their studies on time.

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1. INTRODUCTION

Education is a vehicle for improving the quality of human resources. Achieving national development goals cannot be separated from the success of the world of education in making the nation's life more intelligent. This is needed as a preparation in order to welcome the global era and free markets full of competition. To achieve success in the world of education, integration is needed between the activities of teaching staff and students. Investment in the field of human resources (HR) or human capital, through education, is a lengthy process. To facilitate educational success, meticulous planning is essential to ensure that educational outcomes align with predetermined goals. The educational process can be conducted by an individual from basic education to higher education.

Higher education is an educational institution that bears the responsibility of fulfilling its roles and functions in order to achieve the desired educational outcomes. In accordance with the stipulations set forth in Law Number 12 of 2012 concerning the Higher Education System, education is defined as a deliberate and structured endeavour to cultivate a conducive learning environment and a structured learning process, whereby students are encouraged to actively develop their potential in order to attain a comprehensive set of personal attributes, including religious and spiritual strength, self-control, a well-rounded personality, noble moral intelligence, and a diverse range of skills. These attributes are essential for the individual's personal growth, societal integration, national development, and the advancement of the state. Higher education encompasses a range of programmes, including diploma, bachelor's, master's, doctoral and professional programmes, as well as specialist programmes. These are organised by universities based on Indonesian culture. The Tridharma of Higher Education, which is an obligation of higher education institutions, comprises three key responsibilities: the provision of education, research and community service.

Higher education is a place where students study, consisting of various kinds of students who have different talents, interests, competencies and motivations. The success or failure of a student studying at university can be seen from the learning achievements they obtain. Student learning achievement is influenced by two factors, namely internal and external factors. Internal factors are factors within students that influence learning achievement consisting of interest, intelligence and motivation. External factors are external factors that

influence learning achievement, consisting of the role of lecturers in educating students, the economic conditions of students' parents, and the learning methods used.

The number of people interested in higher education, namely bachelor's, master's and doctoral levels, has recently continued to increase. If we observe the facts 10 years ago, someone would continue their education to master's and doctoral levels, after they worked and earned an adequate income. This situation has now been reversed. People will tend to study as much as possible first, then work. Education at the master's and doctoral levels should be able to be completed in a relatively short time. Signs issued by universities, through academic regulations, generally limit the credit load and study period for Masters and Doctoral levels, including at the Indonesian Education University as a university that provides masters and doctoral education programs.

In the Technical Guidelines for the Implementation of Postgraduate School Education at the Indonesian Education University (2020), the student study period is explained, namely the time span provided for students to complete the education program. The master's program study period is 4-8 semesters (including *aanvullen*). The study period for doctoral program students is 6-14 semesters (including *aanvullen*). Study leave for a maximum of 2 semesters, included in the study period. Students in either the Master's or Doctoral program will receive the first warning if they have not completed the proposal exam until semester 3. The study load for master's program students in certain applied fields and also certain scientific fields is 36-42 credits for those from undergraduate study programs in the same field and 48-54 credits for those from undergraduate study programs that are not in the same field which can be taken for 4 semesters and indefinitely. 8 (eight) semesters including thesis preparation. The study load for students in the Doctoral program is 42-49 credits for those from Master's Degree Study Programs and 54-61 credits for those from Master's Study Programs that are not in the same field which is designed for 6 semesters and a maximum of 14 semesters, including the preparation of a dissertation.

Students of the Master's and Doctoral Study Program in Community Education (Penmas) at the Indonesian University of Education have different backgrounds ranging from teachers, lecturers, and police/TNI, as well as various other professions which are certainly typical characteristics of students which will influence their study period. Such student conditions require the study program management to provide good service so that there are no obstacles in completing student studies. In general, postgraduate students have the same goal, namely completing their studies on time with good performance. The reality shows that many students experience obstacles caused by personal problems, family problems, learning/academic problems, and career problems. These obstacles cause students to graduate not on time or withdraw from their scheduled study period.

In 2023, research has been carried out to develop a hypothetical model of learning facilitation based on students' problems and expectations in completing studies quickly in time which was carried out on students of the UPI FIP Public Education Doctoral Program which resulted in the concept of a learning facilitation model at the define (problem identification) and design (concept) stages. hypothetical) model. Therefore, as a follow-up

to the 2023 research, it is deemed necessary to carry out further research on the implementation (trial) of the learning facilitation model based on students' problems and expectations in completing studies quickly in time for students in the Doctoral Program of the FIP UPI Community Education Study Program. Through this research, it is hoped that it can produce a final model or recommendation model that can be used within the Community Education study program and even be possible for dissemination or adoption in other study programs as an alternative solution for doctoral program managers in completing studies quickly. Based on this background, research on the implementation of a learning facilitation model based on students' problems and expectations in an effort to complete studies quickly in time for Doctoral Program Students in the Community Education Study Program FIP UPI is important to build the integrity of a research flow and the results are expected to become a model product formulation superior in the Community Education Study Program, Faculty of Education, Indonesian Education University.

2. RESEARCH METHODS

This research approach uses a qualitative approach with the Research and Development (R&D) research method. According to Borg, Gall, Gall Meredith, and Borg Walter (2003). Research in education is based on the research and development model in industry, where research results are used to design new products and procedures which must be carried out through systematic field tests, evaluated, improved until certain effectiveness criteria are found. Determining the subjects of this research used the purposive sampling method, namely a technique for determining samples with certain considerations (Sugiyono, 2013). Next, the research subjects were 4 students from the Doctoral Program in the Community Education Study Program, class of 2021 and 2022, who are currently in the process of completing their dissertations, namely 2 students from the class of 2021 and 2 students from the class of 2022. Each class consists of male students and female students.

The first method of data collection used in this study is observation, which involves gathering information or data by conducting direct observation activities at the location under investigation (Arikunto, 2006). Through dialogue or questions and answers, the two interview approaches are methods for gathering data that are directly taken from data sources (Raco, R., J., 2010). Third, documentation methods, which include data from significant documents held by individuals as well as by institutions or organizations (Hamidi, 2004).

According to Sugiyono (2013) documentation can take the form of writing, drawings or someone's monumental works. In this study, data analysis is based on the views of Miles and Huberman (1992), who proposed the following procedures for data analysis: (1) data collection, which includes gathering information at the study site through observations, interviews, and documentation by identifying the most suitable data collection strategy and establishing the scope and depth of data in the subsequent data collection procedure, (2) Data reduction is a process that begins when the researcher concentrates on the research issue and continues during data collecting. It involves selecting, concentrating, abstracting, and transforming rough data directly in the field. (3) data presentation, which refers to a

collection of information organizations that make research possible. Presentation of data obtained from various types, networks, and relationship between activities or tables, and (4) drawing conclusions, namely in collecting data, researchers must understand and respond to something being researched directly in the field by developing patterns of direction and cause and effect.

3. RESULTS & DISCUSSION

The results of this research consist of three parts according to the research problem formulation, namely describing the implementation of the learning facilitation model, measuring the effectiveness of implementing the learning facilitation model, and finally formulating recommendations and follow-up to the implementation of the learning facilitation model. Implementation is a very important process when talking about implementing programs, whether social or in the world of education. Some experts explain implementation as actions carried out either by individuals or officials or government or private groups which are directed at achieving the goals outlined in policy decisions (Akib, 2006).

Implementation of the learning facilitation model is a stage of mentoring activities that involves students, dissertation supervisors and academic supervisors, study program leaders and administrative staff as well as the students themselves as subjects and objects of this research. At the model implementation stage there are six stages which are carried out in an integrated manner by the elements of the learning facilitation model as described previously. The first stage is conditioning which consists of familiarity building activities carried out by the supervisor with students, then building trust and openness. At this stage, the supervisor builds learning motivation for the students they supervise. Learning motivation is an internal and external encouragement for students who are learning to make changes in behavior, generally with several indicators or supporting elements (Hamza Uno, 2017). The second stage, identifying problems and hopes, consists of activities to identify academic problems and non-academic problems faced by students, which is then continued by revealing hopes. At the end of the activity, problem and hope formulation was carried out. The third stage is to formulate the objectives of the learning facilitation carried out by the supervisor for students. Activities at this stage consist of setting goals for completing the study and determining indicators for achieving goals.

The fourth stage is designing a facilitation program which consists of several activities, namely mapping the priorities of the learning facilitation program, then determining the methods that will be used, determining the media needed, determining the facilities that will be utilized, determining the collaboration partners that will be involved, and finally the supporting capacity of the services that will be used. if needed. In general, learning facilitation is categorized as a program, because the meaning of the program itself is the elaboration of a plan, in this case the program is part of the planning and it is often interpreted that the program is the basic framework for implementing an activity (Laura Westra, 1989).

The fifth stage is the implementation of learning facilitation activities carried out by supervisors for students involving elements of study program leadership and administrative staff. Activities at this stage consist of the introduction process, determining readiness,

responding activities, deepening process, initiating activities, and helping process. These activity stages are actually a learning process to change the paradigm of teaching to learning. Learning conditions that shift the paradigm of "teaching" to "instruction" are conditions for independent learning to occur in a person (Ishak Abdulhak (2001). The sixth stage is assessing facilitation activities and follow-up plans. At this stage, assessment activities are carried out on the process, results and impact of the learning facilitation program, which then ends with the activity of preparing a follow-up plan. The implementation of learning facilitation programs needs to be evaluated considering that the implementation of a program is complex, due to the many factors that influence each other in a system which cannot be separated from environmental factors which tend to always change. Donald P. Warwick said that in the program implementation stage there are two factors that influence success, namely driving factors (Facilitating conditions) and inhibiting factors (Impeding conditions) in its implementation (Syukur Abdullah, 1988). Model effectiveness is the process of measuring the success of implementing the model, namely analyzing the level of achievement of the criteria for implementing the learning facilitation model. The criteria or measures of effectiveness consist of two things, first, the achievement of resolving academic and non-academic problems. Secondly, the achievement of the needs expected by students regarding the services of dissertation supervisors and academic supervisors, services provided by study program leaders and services provided by administrative staff. Supporting factors for implementing the model include campus facilities in the form of buildings, parking lots, and relatively standard academic application systems. Furthermore, inhibiting factors for implementing the model include limited references available in study programs and inadequate internet network access for the smooth learning process and guidance, so students have to deal with it themselves.

4. CONCLUSION & SUGGESTION

Research activities regarding the application of the learning facilitation model with the help of Doctoral program students in the public education study program obtained the following information; first, the application of the learning facilitation model which is carried out based on the model procedure consists of six stages, namely initial conditioning, identifying problems and expectations, formulating goals, designing programs, implementing learning facilitation activities, and assessing activities and carrying out follow-up actions. Second, the effectiveness of the implementation of the learning facilitation model shows significant results, where academic and non-academic problems that have been experienced or felt by students can be resolved as they should, even though they have not been completely resolved as expected.

Third, it is possible to fully identify the supporting and inhibiting factors for implementing the learning facilitation model as reflection material for students, dissertation supervisors, academic supervisors, study program leaders and administrative staff in community education study programs. Supporting factors are the availability of learning facilities in the form of representative buildings and rooms and fast academic staff service. Furthermore, inhibiting factors include the availability of internet networks in classrooms

and students' mastery of research methodology as a result of students' diverse educational backgrounds so that it takes time to equalize perceptions about research methodology. The advice we provide based on research findings to study program leaders is that it is necessary to condition students' commitment to completing their studies on time as well as providing internet facilities in the study room in advance. Furthermore, for dissertation writing supervisors to provide more time services for students.

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RESEARCH ACTIVITIES REGARDING THE APPLICATION OF THE LEARNING FACILITATION MODEL WITH THE HELP OF DOCTORAL PROGRAM STUDENTS IN THE PUBLIC EDUCATION STUDY PROGRAM OBTAINED THE FOLLOWING INFORMATION; FIRST, THE APPLICATION OF THE LEARNING FACILITATION MODEL WHICH IS CARRIED OUT BASED ON THE MODEL PROCEDURE CONSISTS OF SIX STAGES, NAMELY INITIAL CONDITIONING, IDENTIFYING PROBLEMS AND EXPECTATIONS, FORMULATING GOALS, DESIGNING PROGRAMS, IMPLEMENTING LEARNING FACILITATION ACTIVITIES, AND ASSESSING ACTIVITIES AND CARRYING OUT FOLLOW-UP ACTIONS. SECOND, THE EFFECTIVENESS OF THE IMPLEMENTATION OF THE LEARNING FACILITATION MODEL SHOWS SIGNIFICANT RESULTS, WHERE ACADEMIC AND NON-ACADEMIC PROBLEMS THAT HAVE BEEN EXPERIENCED OR FELT BY STUDENTS CAN BE RESOLVED AS THEY SHOULD, EVEN THOUGH THEY HAVE NOT BEEN COMPLETELY RESOLVED AS EXPECTED. THIRD, IT IS POSSIBLE TO FULLY IDENTIFY THE SUPPORTING AND INHIBITING FACTORS FOR IMPLEMENTING THE LEARNING FACILITATION MODEL AS REFLECTION MATERIAL FOR STUDENTS, DISSERTATION SUPERVISORS, ACADEMIC SUPERVISORS, STUDY PROGRAM LEADERS AND ADMINISTRATIVE STAFF IN COMMUNITY EDUCATION STUDY PROGRAMS. SUPPORTING FACTORS ARE THE AVAILABILITY OF LEARNING FACILITIES IN THE FORM OF REPRESENTATIVE BUILDINGS AND ROOMS AND FAST ACADEMIC STAFF SERVICE. FURTHERMORE, INHIBITING FACTORS INCLUDE THE AVAILABILITY OF INTERNET NETWORKS IN CLASSROOMS AND STUDENTS' MASTERY OF RESEARCH METHODOLOGY AS A RESULT OF STUDENTS' DIVERSE EDUCATIONAL BACKGROUNDS SO THAT IT TAKES TIME TO EQUALIZE PERCEPTIONS ABOUT RESEARCH METHODOLOGY. THE ADVICE WE PROVIDE BASED ON RESEARCH FINDINGS TO STUDY PROGRAM LEADERS IS THAT IT IS NECESSARY TO CONDITION STUDENTS' COMMITMENT TO COMPLETING THEIR STUDIES ON TIME AS WELL AS PROVIDING INTERNET FACILITIES IN THE STUDY ROOM IN ADVANCE. FURTHERMORE, FOR DISSERTATION WRITING SUPERVISORS TO PROVIDE MORE TIME SERVICES FOR STUDENTS.

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